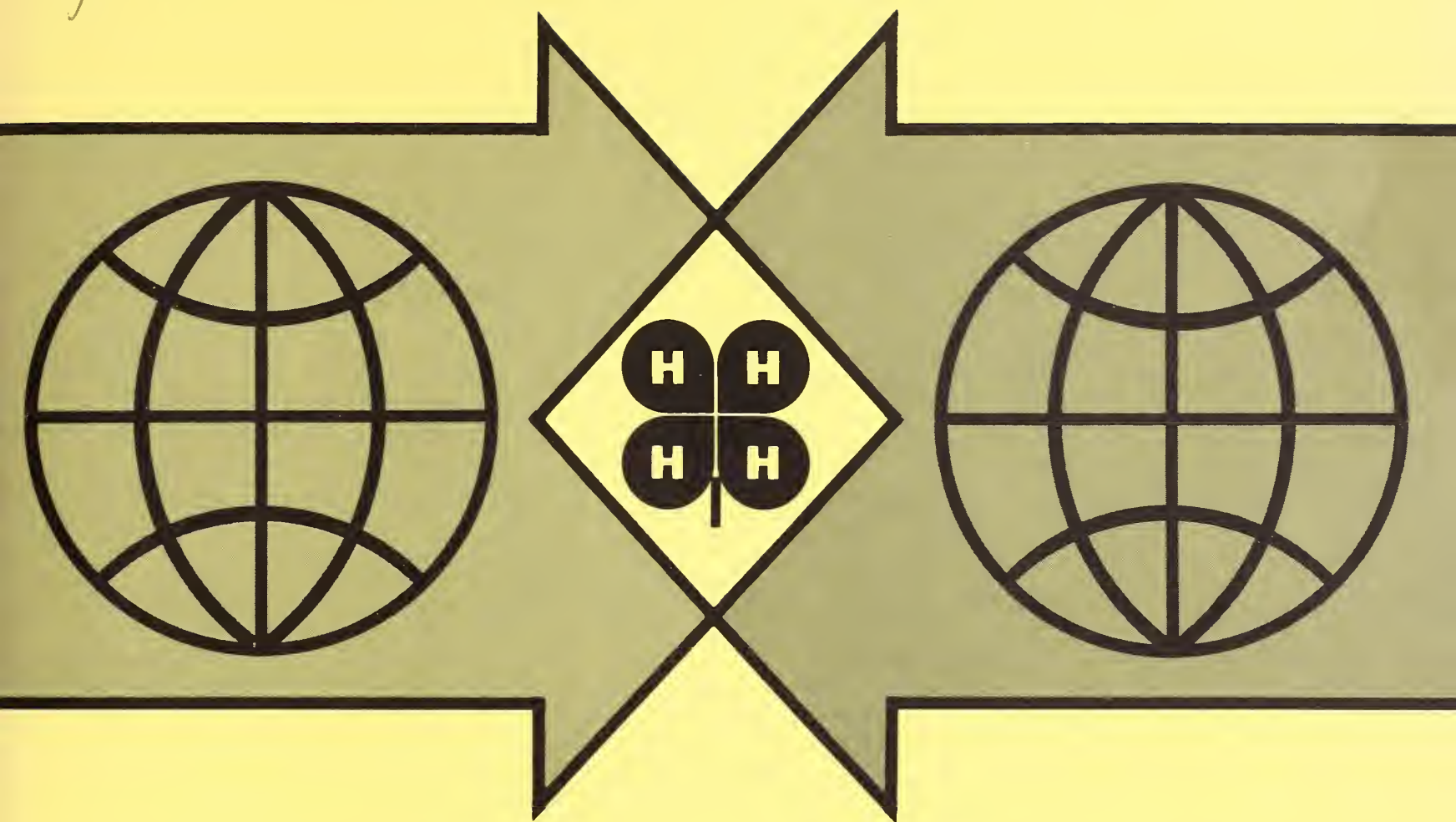


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INTERNATIONAL CUES

for 4-H Leaders and Extension Staff

PA- 1046
Extension Service
U.S. Department of Agriculture

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USING THIS HANDBOOK

Let's "CUE" you in—to 4-H International!

Just what is a "CUE" anyway? Cues are hints. They may be helpful and meaningful. Or, if not understood, cues are confusing, frustrating and worthless.

Cues also have suggested meanings. A husband tapping his foot while waiting for his wife, means "Hurry! I'm worried we'll be late." A wink of the eye often means, "That's just between you and me, baby."

These are your *International Cues*. They give you hints and signals on how to plan and carry out your 4-H International education program.

Although specific information and direction are given, these are still only cues. Unless you select one that fits you best and take action, its meaning is lost.

So pick your cue. The 4-H International education program is full of ideas and experiences that are new, fun, and educational. It's an opportunity for 4-H'ers and their families to get involved in an exciting future.

To get yourself together—International Cues describes how the Extension staff and interested volunteers can organize a group to plan and coordinate your area's international education program. We call this group the *4-H international cabinet*.

As a source of ammunition—It supplies information you can use in explaining the 4-H international education program to youth,

parents, community organizations, businessmen, and the general public.

To get the show on the road—It contains "how-to-do" guidance to help you begin or expand international education with the youth in your area. Besides describing the program, this handbook supplies details for carrying it out. It will be useful as you work with local leaders for international education.

When your 4-H international cabinet meets to draw up its plan of work, the various sections of *International Cues* will help develop an interesting, forward-moving program. Use it as you would a mail order catalog.

EXAMPLE: Suppose the 4-H international cabinet decides to hold a special countywide activity to introduce and promote the new plan for the county's international education program. Refer to the "International Events" section, (page 38). In this section you will find several ideas about special activities you might try. After you decide on the type of activity you will carry out (one suggested here or one you think of), you might want to get some resource material such as folk dance records. Then refer to the section on "Resources" which includes a list of companies from which such records can be ordered.

Get to know what International Cues contains and then use the various sections as you need them.



A U.S. 4-H leader finds satisfaction in giving young Americans a better understanding of life in other countries.

WHAT'S IN IT FOR YOU?

Before going into anything, most of us—directly or indirectly—ask, “What’s in it for me?” You know of many other outlets for your energies and time.

Why should you get involved as a leader of the 4-H international education program? It’s a tough question; no one can answer it but you. But we can suggest some reasons. Being a leader of the 4-H international education program means:

New Experiences for you and the youth with whom you interact. Dance a rumba. Eat curried beet. Talk with a Jamaican. Laugh with 4-H’ers trying to yodel. Be on television. Make a headband. Live for a weekend with a family in a neighboring city. Learn from youth themselves. You can become as involved as the 4-H youth in these new international education experiences.

Independence and Freedom to develop the program to meet the needs of your 4-H youth. There are no rigid requirements. This handbook, the project guide, and other resources

will help. You can begin where you are and use your judgment to go wherever you choose with this program.

Peace achieved through better relations among people. We all seek peace—peace of mind, personally, and peace among family members, neighbors, groups, and nations. As a leader of 4-H international education, you and 4-H youth achieve by moving toward that peace.

Friendship built through *caring* about people—4-H’ers, parents, and members of your community and other nations. A leader is enriched by the friends he makes from a variety of age, ethnic, and economic groups.

The Gift of yourself in enriching and broadening someone else’s life, plus encouraging personal development of youth.

Status in the community. As a leader, you will be recognized by the youth who show appreciation for your involvement. The recognition may come from youth in subtle ways, but in their eyes you will be someone who puts ideals into action.

WHAT'S IN IT FOR YOUTH?

Why is international education important to youth? How can they benefit from it?

Broad goals of the 4-H international education program are to:

Increase the personal freedom of youth. Through learning about cultural ideas, patterns and values, youth can increase their understanding of alternatives available to them and the consequences of their choices. They can then make more realistic choices and assume responsibility for their personal behavior.

Promote youth’s participation in social life. The program offers frequent and attractive opportunities for personal contacts. As youth participate in the program, they develop skills in relating with people from varied backgrounds, young and old alike.

Develop youth’s confidence in contributing to social change. The more youth feel an integrated part of society, the more they rationally respond to social change—by resisting, facilitating, incorporating, or adjusting. This program provides experiences whereby youth develop a sense of functioning as contributing members to society.

Lessen distinctions between groups of people. The goal is not to meld everyone into sameness, not to remove the uniqueness of individuals and cultures. The 4-H international education program offers youth an experience in learning to view and interact with each person as an individual human being—worthy of sincere respect—regardless of ethnic group, social or economic status, sex, or age.



4-H'ers combine pleasure and profit with an International Night to raise funds for 4-H type programs in Latin America.

WHY GO INTERNATIONAL?

How can 4-H International be introduced into your daily contacts with people in your community? How can you explain the importance of it to the doubtful? As you can see by the following dialogue, it's tough—but rewarding.

You, a leader of the international cabinet, coordinating your area's 4-H international education program, meet a "domestic interest" parent! Here's your chance.

YOU: Hi! Hope you're coming to the 4-H international bazaar on Saturday.

PARENT: You're kidding! This 4-H thing is all right—most of it, that is. But I want my son to stick to his automotive and electrical projects.

YOU: Those are important projects and your son seems to enjoy them both. Now he even wants to become a mechanic.

PARENT: No trouble getting a job as a mechanic, you know. And the pay is good. So why should he

spend time working on a foreign auction?

YOU: Has your son told you about our 4-H international education program?

PARENT: A little. He told me about this sale on Saturday, and he also asked if he could spend a week this summer with a family in another state. What a scene we had about that! I don't understand. I thought 4-H was for teaching useful skills.

YOU: You're right. But the kids learn more than skills. Take auto mechanics, for example. Your son can adjust the carburetor only if understands how combustion works. Right? Kids always want to know *why* something is so, or *why* something happens.

PARENT: O.K., so 4-H is more than skills. But what about this international stuff? We have enough problems right here at home to take care of—poverty, malnutrition, prejudice, pollution—you name it, we've got it!

YOU: You can say that again; we do have many serious domestic problems right here in America.

PARENT: Then let's take care of ourselves and let other countries take care of themselves. What possible good is it to worry about people in China or Brazil?

YOU: You buy pizzas and egg rolls, sometimes. Do you like them?

PARENT: Yes, adds a little variety to our meals.

YOU: Do you know where those foods originated?

PARENT: Pizza is Italian and egg rolls are Chinese, I guess. So?

YOU: At the bazaar on Saturday, we're having snacks from several countries for people to taste. You know, our 4-H inter-

national program offers many things, including learning about foreign foods. From that, some kids get interested in the world food situation—how much food different countries produce and use. We all hear predictions of a world famine. Some kids really care about what will happen if we don't do something. Even though our country has enough food now, it will probably affect them directly in the future.

PARENT: Well, what about the people in our own country—right around us—who *don't* have the right foods? That's what's important.

YOU: I certainly agree that it is important. My daughter heard some people talking about malnutrition in India. Then she started to see that some of her own friends don't eat properly.

PARENT: Hmm, I see, but when people talk about "international," I think of actually traveling to other countries. You haven't said anything about that.

YOU: There are 4-H exchange programs between the United States and other countries. We also have cultural exchanges within our country—within the county, between counties, and between states.

PARENT: What's all that for?

YOU: 4-H helps kids understand people who might look or live or speak differently from themselves.

PARENT: Maybe. Listen, I'd better push on.

YOU: See you Saturday?

PARENT: I'll be watching the World Olympics, but my son will be there if there's food.

Is this "domestic interest" parent one in a million? Or do others also believe that we should

take care of ourselves and let other people watch out for themselves? You undoubtedly know or will meet people like this.

Some of these people hold their beliefs because they don't understand international education—the new experiences a 4-H'er can have, the fun, the learning to see himself and his country as part of the world. Some see no benefit from taxes spent elsewhere. They ask why the money isn't spent here.

You can help explain to them the value of international education. Some won't change their minds. Some will think about what you say. Many will be as enthusiastic about the program as you are and will want to take part. That's what this handbook is all about. It will fortify you to meet such people, and more important, you can use it in involving youth and adults in international education.

PEOPLE AT WORK FOR YOUTH

Confucius say: Man who say it cannot be done, better get out of way of man doing it.

It can be done. As a leader for the 4-H international education program, what is your role and how does it fit in with what others are doing in the program?

4-H Youth

As the primary audience for the 4-H international education program, youth *are* the program. They . . .

- Undertake individual study and participate in international education.
- Share with others in local, county, state, and national events and activities concerned with international education.
- Help develop area and local programs by serving as local leaders and members of the 4-H international cabinet.

4-H International Project Leader

As an adult or youth volunteer, the 4-H international project leader guides the 4-H international education program at the local level. The leader . . .

- Advises and assists youth in planning the local 4-H international education program.

- Encourages youth to take part in international education by offering them several program alternatives and freedom to develop and pursue their interests in their own way.
- Participates in training sessions for 4-H international project leaders.
- Helps secure local financial and material resources to conduct the program.
- Builds community understanding and support for the 4-H program, especially among parents.

4-H International Cabinet

As a group of volunteer youth and adults, the 4-H international cabinet provides areawide leadership for 4-H international education. The cabinet . . .

- Draws up a broad plan for the area's 4-H international program, including ways for many people to take part.
- Encourages youth to participate.
- Evaluates the program, adjusting its goals and the means of reaching these goals as it progresses.
- Clarifies how each person (youth, leaders, parents, community members) can take part in international education.



A 4-H International Cabinet brings together the leadership talents and energies of volunteer youth and adults.

- Conducts continuous recruitment, training, and recognition for 4-H international education.
- Secures the assistance of resource people, such as International 4-H Youth Exchange delegates, returned Peace Corps volunteers, world affairs teachers, librarians, foreign students.
- Acquires financial and material resources to conduct the program.
- Initiates and coordinates 4-H international areawide events and activities.
- Relates to the area's overall Extension or 4-H planning/advisory group.
- Acts as a link between the area (county, city, district, etc.) and the state 4-H international program leader.
- Builds public understanding and support of the 4-H international education program through promotion and public reporting.

ADVANTAGES OF A 4-H INTERNATIONAL CABINET TO YOUTH:

By working and combining the talents and energies of several people, the cabinet can reach youth with a variety of experiences that bring pleasure, meaning, and understanding of themselves and others.

ADVANTAGES TO THE EXTENSION STAFF:

A 4-H international cabinet frees the Extension staff from some operational responsibilities

and allows them to take a more creative part in the program. This provides yet another means of involving people and developing leadership.

RECRUITING CABINET MEMBERS:

When the President of the United States sets up his cabinet, he chooses the best person he can get for each cabinet post. Use the same idea in setting up your 4-H international cabinet. Recruit people with special talents and interests. Find someone who does a good job of organizing and fund raising; a person who has contacts with newspapers or radio stations; one who is conscientious about record keeping and correspondence. Look for another who enjoys planning recreation, someone with artistic ability, and so on. Recruit both thinkers and doers.

Potential cabinet members—both youth and adults—can be found in every community. Some capable people may now have limited knowledge of 4-H and international affairs. Others may have been associated with 4-H for several years and had international travel or study experience. Include members representing ethnic groups in your area.

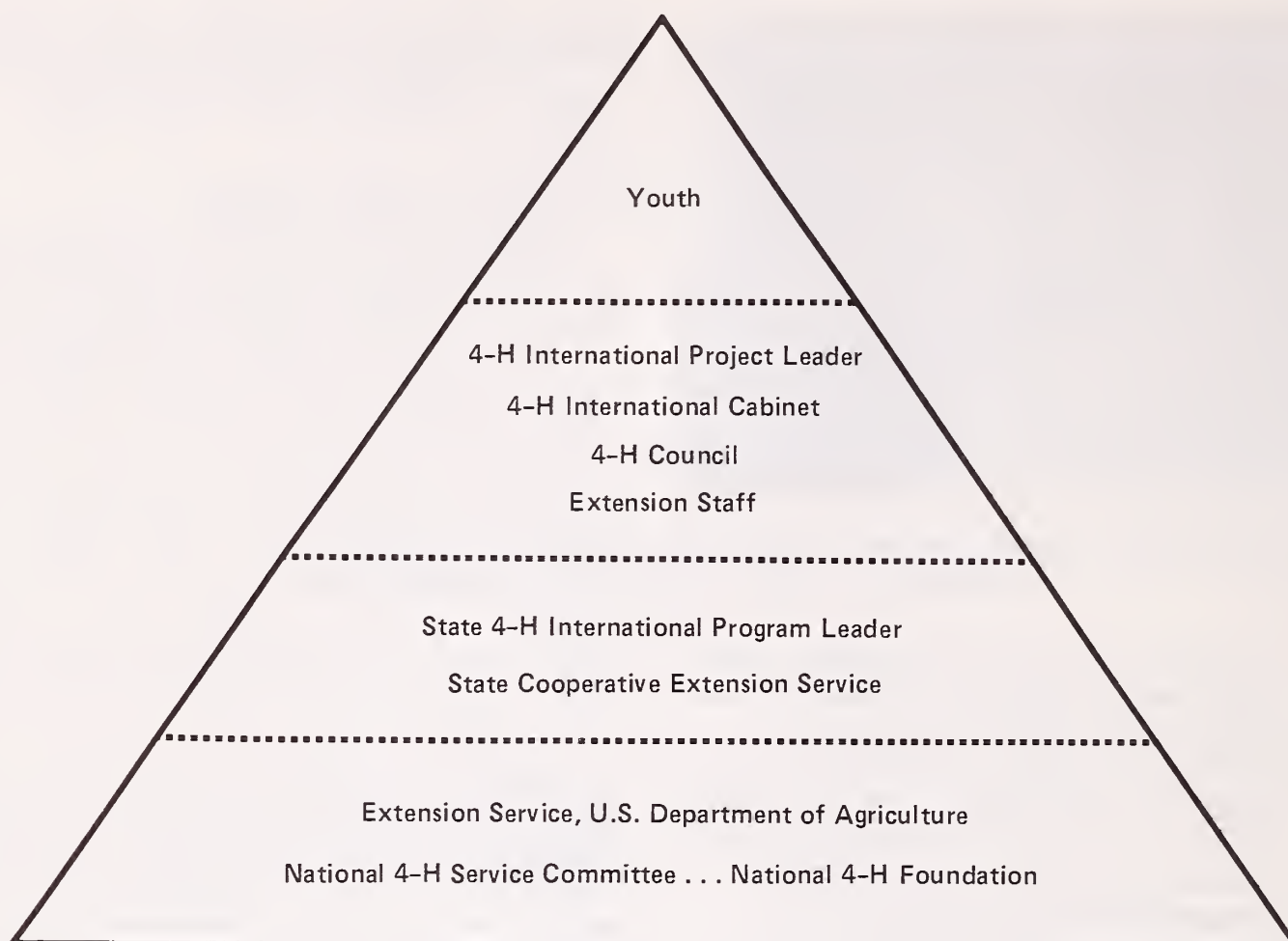
Leadership in international education is for people who thrive on new ideas and experiences and who care about improving human relations—at home and around the world.

The number of members on the cabinet varies with the situation. In general, six to ten people make an effective group. Let them know at the beginning the length (two years? three years?) of their cabinet appointment.

A word about youth on the cabinet. Their involvement is essential. Once they are recruited, make certain that they are given real leadership responsibilities.

ADAPT AS APPROPRIATE:

In some situations, a county cabinet will seem appropriate. Perhaps a city cabinet will be more effective. Or a city might be divided into districts, each with a cabinet.



The basic idea is to involve a group of volunteer youth and adults in planning and coordinating the international education program—a group linking and assisting the Extension staff and the local volunteer project leaders.

4-H Council

The name for this group at the county, city or district level varies from state to state. In some cases it has other titles, such as committee, leaders' association, or federation.

This is a volunteer advisory group. It provides overall guidance to the 4-H program in the area. It helps coordinate and promote the 4-H international program in relation to the other area 4-H activities.

Extension Staff

The Extension professional or paraprofessional responsible for 4-H youth helps coordinate the area (county, city, district) 4-H international education program between the state program leader and the 4-H international cabinet. This Extension staff member:

- Promotes the 4-H international education program through his plan of work and use of mass media.
- Sets up the first 4-H international cabinet by recruiting members and explaining their role, or delegates someone else to set up the cabinet.
- Serves as a resource person to the 4-H international cabinet.

State 4-H International Program Leader

As a staff member of the Cooperative Extension Service, the state leader administers the 4-H international education program within the state. The leader, or a person or group he designates:

- Conducts state-level training in international education for Extension staff and volunteer leaders.
- Coordinates the selection, orientation, financing and follow-up programs for U. S. delegates on 4-H international exchange programs.
- Arranges orientation and training programs for international exchangees, their professional counterparts and their host families.
- Cooperates with other international programs and organizations in the state; for example, the university's international student organization, the state's American Field Service program.

State Cooperative Extension Service

The Cooperative Extension Service provides leadership for adult and youth Extension in the state. The State Cooperative Extension Service coordinates the operation of the 4-H international program in relation to other 4-H educational programs.

Extension Service, U. S. Department of Agriculture

As the agency within the U. S. Department of Agriculture charged with providing educational programs for youth, The Extension Service:

- Provides leadership for the 4-H international program of the Cooperative Extension Service.
- Approves plans and operations of all 4-H international education programs conducted with federal government resources.

- Provides professional staff leadership for international education.

National 4-H Service Committee

Since 1921 the National 4-H Service Committee, a volunteer group of public-spirited citizens, has served the Cooperative Extension Service in advancing the membership, prestige, and influence of the 4-H program.

In behalf of the Cooperative Extension Service of the U. S. Department of Agriculture and the State land-grant universities, this non-profit Committee enlists and coordinates support from private sources. In relation to the 4-H international program, the Committee...

- Publishes and distributes materials that are useful in international education (see the "Resources" section for descriptions of these Committee publications).
- Publishes and distributes the *National 4-H News* magazine which includes information for adults and older teens working with the international program.

National 4-H Foundation

The National 4-H Foundation of America, Inc., a private nonprofit educational institution, was incorporated in 1948 by the Cooperative Extension Service of the state land-grant universities and the U. S. Department of Agriculture. Primary mission of the Foundation is to augment the youth work of Extension through training, research and development programs funded primarily from private sources. The Foundation supports the 4-H international program by . . .

- Providing professional staff assistance to implement the 4-H international education program.
- Securing private funds from business and industry, and public funds through government agencies to help finance the 4-H international education program at the national level.



A leader builds international aspects into a craft project.

KICK THE HABIT

You can build international aspects into most ongoing 4-H projects and activities. Take a tip from ALICE and LINDA on how to kick old habits, add new ideas to familiar programs.

*DEAR ALICE,**

I never imagined I'd be writing to you. I've always been able to face the world as well as the next 4-H leader. But I guess there are times when the best of us need outside help.

My husband absolutely refuses to attend the 4-H style show next week after I promised that he would usher. My son breaks into a rash at the mention of keeping project records. And last night my daughter said I was too old to be a 4-H leader. I've tried my best to be a good wife, mother and 4-H leader, but now I feel what's the use—they're all against me!

*LINDA***

* ALICE—Adviser to Leaders In Critical Encounters

DEAR LINDA,

Chin up! Into each leader's life a little criticism may be slung. Being able to admit your problem is the first step toward solving it.

Why should your husband want to usher at the style show? Do you think most kids like to sit down and complete detailed records when they'd rather be out exploring? Was your daughter actually trying to tell you that you aren't developing new ideas about 4-H projects and leadership? Is that it? Then kick the habit of thinking that 4-H subjects, events and activities never change. They must change!

You need variety in your programs. Why not try building some international dimensions into your present projects? These can:

- *Make present projects more fascinating to youth and you*

**LINDA—Leader In Need Desiring Advice

- *Expand the educational value of the projects*
- *Attract family members to activities and*
- *Make you a leader who has what it takes to get youth and parents involved.*

I'm sending you the attached project ideas to suggest ways to build international aspects into some of your 4-H projects and activities. The possibilities are endless. Hope this puts a whole new light on your 4-H leadership.

ALICE

Food and Nutrition

International dimensions can easily be built into food and nutrition projects. In addition to preparing foods of a country or culture, youth can explore the country's food supply, nutritional situation, food customs, nutrition education, etc.

4-H and home economics groups in some states have prepared guides for the study of international foods. These guides plus the abundance of cookbooks featuring international recipes can be helpful references.

Further, examine the food and nutrition situation on a world-wide basis. Consider such questions as: What is the extent of hunger worldwide? Why does a relatively large number of children around two years of age die? How is nutrition related to intellectual and emotional functioning? What can individuals and groups do to alleviate hunger and malnutrition problems?

One source of information about action programs related to the world hunger problem is: American Freedom from Hunger Foundation, 1717 H Street, N. W., Washington, D.C. 20006.

Other references are a members' manual and a leaders' guide for a 4-H food-nutrition project called "Foods with an International Flavor." These can be ordered from:

National 4-H Service Committee, Inc., 59 East Van Buren Street, Chicago, Illinois 60605.

Cost: For order of fewer than 5 copies, 75 cents total for one members' manual and one leaders' guide (postpaid). For orders of

5 or more copies: 30 cents per members' manual, 18 cents per leaders' guide (plus postage).

Crafts

Examine craft items originated in other countries. Practice techniques.

Examples: *batik, tie-die, weaving, knot-craft.*

Where and why did the craft begin? How has the craft changed over time with the availability of new materials and machines? What technique is used in the craft? How and to what extent is the craft used in the United States?

Health and Fitness

Survey the health practices, physical fitness exercises, and self-defense techniques of other countries. Some of these have become popular in the United States.

Examples: *sauna, yoga, judo (jujitsu), karate, acupuncture.* What is this health practice? Where did it originate? How is it related to health or physical fitness? Are there facilities for trying it in your area? Is there a local expert who might demonstrate and talk on the subject?

Animals

Horses, for instance, in every breed, shape, and size, are used internationally. Relate the care and handling of horses in the United States to that in other countries. Compare the breeds of different countries; their health problems; training methods used!

Conservation-Ecology

Fit the American concern about ecology into the total world situation.

Consider: *Air pollution, Water pollution, Depletion of mineral resources, Disposal of waste.*

Where are each of these world problems most serious? How does U. S. handling of these problems affect the situation in other countries and vice-versa? Are there international laws

concerning environment? What can the individual do?

Answers to these questions can be found in several ways: touring community agencies and industries dealing with conservation and ecology, inviting speakers to discuss development of ecologically sound consumer products, holding seminars involving concerned citizens, and representatives of government and business agencies related to conservation, ecology, etc.

Groups can set up exhibits, write letters to legislators and industries, present demonstrations, write news stories, etc.

Clothing

You can expand any facet of a clothing project to include an international aspect. For instance:

Fashion design—Who are the leading fashion designers around the world? How do

they influence the fashions in the United States?

Clothing manufacture—Have you bought clothing imported from other countries? Why? From which countries? Visit local shops to see imported fabric and clothing, including shoes, handbags, jewelry. Compare quality and cost with similar U.S.-made items.

Clothing in other countries—What do the people in country X wear? Why? What fabrics are their clothes made from? Who makes them? Does their clothing indicate climate, religion, politics, or socio-economic position?

Style show—Stage a style show with an international theme.

Origins of U. S. styles—Trace the origins of U. S. styles—past and present—to other countries.

Textiles—Explore the variety of natural fibers used in clothing and how they relate to the resources and culture of the country of origin.

MEETING OTHER CULTURES

Useful truths may be found in fables, as in the following tale of the Hippo and the Elephant. Notice how the attitudes they reveal may apply to study of other cultures, internationally and within the United States.

The Hippo and the Elephant

In the public zoo, where he was born, a hippo gayly somersaulted in his pool. Life was comfortable—enough food, plenty of water and friendly hippo companionship. As far as he was concerned, life was complete. Staring humans and trumpeting elephants in neighboring cages were a normal part of his environment. Indeed, the hippo took them for granted and paid them little attention. Then as he bounced up for air, expecting admiring humans flapping their forelimbs, he found a young elephant on his—the hippo's—platform.

"What are you doing in my territory?" he demanded, waddling out of the water.

"I'm you're new neighbor, a gift of the humans of Afudu to the humans of the United States," the elephant replied with a tone of false modesty.

"I didn't ask you that—what I want to know is why you're on *my* platform," the hippo snapped, shaking the water out of his ears.

"Well you see, I come from the bush of Afudu and I was curious about that thing you're swimming around in," answered the elephant, pointing his trunk at the pool.

"That's my pool, you silly elephant! Haven't you ever seen one?" the hippo reacted, now more amazed than irritated.

"That's like no pool I know."

"What else could a pool be?" questioned the hippo.

"You're incredible! Our pools in Afudu are in the open veld. When the rain falls, they fill up and the banks become slick and cool. I take several baths a day—very refreshing in hot weather, you know," the

elephant reminisced. "Tell me, why is your pool in a rock? And how does the rain fall in here?"

"Where have you been all your life? The natives make these pools out of their natural resources. The rock first is soft and then mysteriously hardens. Water comes in a stream that flows into the pool." The hippo was struck with the realization that his was not the only kind of pool.

"I can tell that I have much to learn," the elephant mused.

"I should say you do," the hippo retorted, not admitting that he did, too!

This story helps point out these facts:

- Many of us do not know our neighbors, especially those with different backgrounds and life styles.
- Through informal personal contacts with others, we gain a greater appreciation and understanding of ourselves and our way of life, as well as of others and their ways of life.
- Those who have had international travel and living experiences, like those who have not, can benefit from interaction.

In some ways, it is easier to study about and interact with people of other nations than it is to relate to people of different ethnic, social, or economic backgrounds within our country. Our fears and doubts about one another—based on accepted, untested beliefs—cause us to hesitate to associate with people of different backgrounds. This hesitation often leads to group isolation which, as history verifies, can cause group conflicts.

The 4-H international education program includes experiences that help us accept differences without judging superiority or inferiority. The cultural variations within the United States provide rich opportunities for growth in understanding.

Cultural education is inseparable from international education. As used here, it means

learning experiences in which 4-H'ers interact with U.S. citizens of ethnic, social or economic backgrounds different from their own.

Cultural education provides learning experiences through which 4-H'ers:

- Develop a deeper and more accurate understanding of their values and ways of life.
- Grow in acceptance and appreciation of people from other ethnic, social, or economic backgrounds within the United States.
- Build constructive communications among different ethnic, social, and economic groups within the United States.
- Develop positive attitudes and skills that enable them to relate to people of other nations.

All cultural education experiences should be planned:

- As part of the total international education program, not as isolated events.
- As the result of youth's initiation and involvement, with the support and assistance of 4-H leaders.
- In agreement with state policies.
- With clearly defined and written statements on:
 - why* the experience will be undertaken
 - who* will participate
 - which* adults will advise and participate
 - when* the event will occur
 - how* the experience will be conducted
 - what* preparation and followup is planned.

Experiences that promote cultural education include:

- cultural field trips
- conferences, seminars, and workshops with cultural emphases
- exchange programs: local, within the state, or between states.

Cultural field trips. A cultural field trip is an individual or group visit, usually less than one day long. Examples: a group of central city youth visit a dairy farm; youth from high income suburban families visit a low-income housing project; a Puerto Rican youth spends



Participants in an International 4-H study tour visit with 4-H members in Puerto Rico.

an afternoon in the Chinese section of his city; rural youth visit an Indian reservation.

Field trips help youth know their own communities. Depending on their aims, they can learn about other cultures by visiting shops, schools, homes and churches, and by talking to people they meet.

Conferences, seminars and workshops. A conference, seminar, workshop, or similar educational meeting with a cultural emphasis provides another setting for cultural education. It is designed for the participation of various social, economic, or ethnic groups, and often results in educational materials useful to your 4-H international program.

Other methods of studying cultural issues include role playing, listening triads, case study analysis, simulation games, dance interpretation, completion of open-ended sentences and stories, confrontation techniques, song analysis, poetry composition, and several types of dramatics.

Exchange programs—local, intrastate, interstate. These exchanges appeal to 4-H youth interests in traveling, making new friends, exploring new places and learning new 4-H program ideas. Youth from one area visit the

home of 4-H'ers in another area and, in exchange, host 4-H'ers from the area they visited.

Exchange visits can be local (within a city or county), intrastate (between counties or districts in one state) and between states. Depending on the travel time required, exchanges are planned for one to ten days.

States vary in their policies regarding exchanges. In all cases, local Extension personnel should be consulted about these policies. The state 4-H office will supply facts, assistance, and necessary approval.

In planning exchanges, consider: area to

visit, selection of participants, group leaders, finances, transportation, insurance, health precautions, orientation of delegates, evaluation, and followup. Hosting delegates on exchanges involves selecting host families, developing an education program, and orienting host families.

Your state may have printed guides for 4-H exchange programs. For example, Virginia has one called *A Guide to 4-H Exchange Programs*. Ask about cost by writing to: State 4-H Office, 216 Smyth Hall, Virginia Polytechnic Institute, Blacksburg, Va. 24061.

A U.S. state Extension director (left) welcomes IFYE's from Israel and Finland.



INTERNATIONAL EXCHANGES

Wrap It Up

"The best way to send an idea around the world is to wrap it up in a person."—Sol Linowitz, former U. S. Ambassador to the Organization of American States.

Thousands of ideas are sent around the world each year within the participants in the 4-H international exchange and training programs. These ideas are wrapped up in both U. S. citizens and nationals of other countries. Their ideas deal with such topics as family life, politics, religion, customs, agriculture, education, medicine, careers, and youth development. Since 1948, when the first 4-H international exchange occurred, ideas have been shared between the United States and almost 100 other countries.

UNIQUE DESIGNS. The 4-H international education program offers several opportunities for an exchange of ideas and personal experience with people of other countries. Each international exchange and training program is unique.

Exchanges are for both youth and adults, for people with financial resources and for those

without, for people with as little as one month to as much as 14 months time to spend abroad, for those who leave the United States and for those who do not. Because most of the 4-H exchange and training programs are on a two-way basis, direct contact with people from other countries is available to many who host exchanges.

COMMON PURPOSES: The exchanges share common purposes: to promote international education and development, and to prepare more effective youth leaders.

Participants in all exchanges learn about another way of life, world affairs, self and home culture, 4-H and similar educational youth programs, communication, and leadership.

Kinds of Exchanges

Understanding the WHAT, WHY, WHEN, WHERE, HOW MUCH, and HOW TO'S of 4-H International Exchange Programs can open the way to exciting adventure. The information on exchange programs detailed in the following tables will help you and your 4-H International Cabinet avoid stumbling blocks.

**TERMS USED IN 4-H INTERNATIONAL EXCHANGE AND
TRAINING PROGRAMS**

Delegate—A person from the United States who goes to another country on one of the 4-H international exchange and training programs.

Exchangee—A person from another country who comes to the United States on one of the 4-H international exchange and training programs.

**ABBREVIATIONS USED FOR SOME 4-H INTERNATIONAL EXCHANGE
AND TRAINING PROGRAMS**

IFYE—International 4-H Youth Exchange

YDP—Youth Development Project

PRYLE—Professional Rural Youth Leader Exchange

INTERNATIONAL 4-H YOUTH EXCHANGE (IFYE)

	WHAT	WHY	WHO
IFYE Ambassador	High school aged young people tour several countries as a group. They live with host families, learn about 4-H-type programs, become acquainted with other languages, and make new friends. Planned program led by qualified group leaders.	To encourage and promote a desire to make new friends and encounter new situations. To contribute to the mutual understanding of U.S. young people and families in other countries.	Individuals eligible during year in which they complete freshman year in high school through year in which they complete senior year in high school.
IFYE Caravan	Participants visit other countries where they live and work as members of host families, get involved with 4-H-type programs, gain language experience, and make new friends. Some programs include a group tour and others provide for optional personal-expense travel.	To develop basic skills of traveling and adapting to new living situations. To learn new skills in special interest areas such as foods, crafts, livestock, textiles. To further develop in U.S. young adults a concern for worldwide understanding and cooperation.	Young adults 17-25. Group-led programs for individuals during year they become 17 or complete junior year in high school through year they become 19. Group and individual programs for participants 19-25 on date of departure.
IFYE Representative	Individuals have an in-depth cross-cultural experience in another country, where they live and work with host families—some live at schools, in training centers, or with youth leaders. They learn about and often work with the youth program similar to 4-H, improve language skills, and often have the opportunity to pursue individual special interests. Ten days optional personal-expense travel.	To communicate to people of other countries a sincere interest in improving human understanding. To strengthen communication between youth programs worldwide. To gain self-arranged university credit, when possible.	Individuals 19-25 on date of departure are eligible. Minimum of high school education. Single. Experience with 4-H and/or similar programs. Knowledge of foreign language helpful.
Group Leader Opportunities	Counseling a country delegation of participants to help them understand their experiences. Handling details of travel arrangements (National 4-H Foundation makes and confirms general arrangements). Working with country leader to arrange host country program. Coordinating arrangements for educational tour. Submitting group expense account, final report and evaluation.	To be involved with young adults during their international "learn-by-living" experience. To have an expense-paid international experience—not as a tourist, but as part of an informal, flexible, educational program. To pursue individual international interests and areas of study.	Adults with leadership ability. Experience with youth work and travel desirable. Volunteer leaders, Extension staff members and international exchange program alumni given special consideration. Knowledge of foreign language desirable.
Family Hospitality for IFYE/PRYLE	Sharing one's family life—affection, food, lodging, recreation—for about a month with a youth leader from another country. Learning about the exchangee's country and people—their food, dress, family patterns, youth programs, etc. Assisting the exchangee with his study of 4-H and special interests, local travel, English language, and his interests in the U.S.	To help U.S. families gain personal experience and accurate understanding of people from other countries. To give exchangees from other countries a first-hand realistic experience with U.S. family living situations. To develop mutual understanding of youth development programs.	Families that welcome a visitor from another country. Families that wish to learn as well as offer assistance. Families that will provide home hospitality according to their style of living. Families with youth and children desirable. In some cases, families of Extension personnel.

WHEN/WHERE

Programs from 2-6 weeks beginning mid-June.

Europe, the Caribbean, and Japan.

HOW MUCH

Cost depends on length of program, size of group, and area of the world—range from \$500 to \$1450 for all travel and program costs from point of orientation program. Financial assistance sometimes provided by communities, counties or states.

HOW TO

IFYE Ambassador and Caravan applicants apply through local or state 4-H office. Applications accepted by National 4-H Foundation as long as space is available through April 30. *Assignments to countries begin in February.* \$15 non-refundable processing fee required with application—this is applied to total program fee. \$100 deposit required when applicant accepts country/program assignment. Deposit refundable up to 45 days before departure. Balance of program fee due two weeks prior to departure.

Programs from 4-10 weeks beginning mid-June.

Europe, Latin America and the Caribbean, East Asia and Oceania (Australia and New Zealand).

Special programs can be arranged for state and county groups.

Cost depends on length and kind of program and area of the world—range from \$500 to \$1350 for all travel and program costs from point of orientation.

Financial assistance sometimes provided by communities, counties or states. A few travel scholarships through National 4-H Foundation.

Following selection, individual pursues self-orientation.

Programs from 10 weeks to five months—departures in spring, summer and fall.

All continents—25 countries.

Programs based on two-way exchanges, \$1300 U.S. delegate fee arranged for through state 4-H office—all or part may be paid by participant in some states. Additional funds provided through National 4-H Foundation. The fee may vary from year to year.

IFYE Representative applicants apply through local or state 4-H office. Applications accepted by Foundation any time. *Most assignments are made in January.*

\$100 deposit required with application—all but \$15 refundable until country assignment is accepted.

Balance of program fee due two weeks prior to departure.

Same as for IFYE Ambassador and Caravan explained above.

Participate in early spring training meeting, and meet with National 4-H Foundation staff immediately prior to participant orientation and final program evaluation.

All expenses paid by National 4-H Foundation, including travel to and from the point of orientation and return, travel documents and spring training meeting.

Individual pays for personal items.

Individual applies directly to National 4-H Foundation by February 1.

2 to 4 weeks.

Any time of the year, usually May to October.

Any geographic area.

Any urban, suburban, rural setting.

Family's financial costs include those for food, lodging, laundry, some local travel. Family does not pay an allowance; only small gifts, if any, are appropriate.

A state hosting an IFYE or PRYLE is responsible for in-state travel and subsistence. Host localities in some states finance these costs.

A state hosting an IFYE Representative or PRYLE also is responsible for paying a recommended \$10/week personal allowance which may be met with state or local funds.

Family tells 4-H international cabinet, Extension staff or Foundation of desire to be host.

DEVELOPMENT AND TRAINING PROGRAMS

	WHAT	WHY	WHO
International Youth Development Project (YDP)	Living simply in rural villages with host families or in apartments, pensiones, hotels or at training centers.	To assist in cooperating countries with the expansion and further development of programs similar to 4-H that will prepare youth for responsibilities of citizenship, increased food production, improved nutrition and conservation of natural resources. Delegates serve as counterparts to local Extension youth program staff	Minimum age—20. No upper age limit. Single individual and married couples. Former IFYEs and other program participants eligible.
	Working with Extension or volunteer leaders in conducting an educational youth program—recruiting and training leaders, preparing educational materials, assisting club members.		Minimum of a high school education.
	Improvising teaching equipment methods and materials.	To develop in the U.S. a corps of young leaders experienced in and understanding of international relations and youth development. They assist in program development, preparing educational materials, recruiting and training volunteer leaders, and serve as program advisors.	Experience with 4-H and/or other youth programs.
		To gain self-arranged academic credit, when possible.	Knowledge of foreign language helpful.
			Applicable skills desirable.
International Extension 4-H Travel Seminars	Discussing topics of mutual interest with youth program leaders in other countries.	To gain a fresh and broader perspective of youth leadership by observing and studying the operation of youth programs similar to 4-H in other countries.	Extension personnel, professionals, paraprofessionals, volunteers. Separate tours are designed for each group.
	Observing youth in other countries "learn by doing."		
	Visiting youth development project delegates as they work with local Extension staff.	To gain greater competence in international education particularly in working with international exchange programs.	Spouses are welcome if they participate in the total program.
	Sharing past and present Extension experience with other Extension personnel.	To gain self-arranged academic credit, when possible.	
Professional Rural Youth Leader Exchange (PRYLE)	Professional youth leaders have opportunity to study and observe 4-H and similar youth programs.	To further develop in youth leaders a concern for worldwide understanding and cooperation.	Professional leaders of Extension, 4-H and youth programs or similar programs in the U.S. and other countries.
	Emphasis is on involvement.	To better understand the contribution being made by youth programs in other countries.	
	Participants usually live with host families, at training centers or with counterpart youth leaders.	To exchange ideas, experiences, and methodology.	
		To improve communications and skills.	
Family Hospitality for ATP Trainees	Employing a young Chinese, Japanese or Korean trainee in family agricultural operations—dairy, poultry, beef, swine or horticulture.	To provide young farmers with on-the-job training to increase their technical and agricultural specialties.	Families that want to share family and community life and learn from trainee.
	Helping a trainee gain practical experience in agricultural technology and farm management.	To develop mutual understanding between U.S. families and citizens of other countries.	Progressive farm, ranch or horticultural families that can provide desired training opportunities.
			Families that are able to pay the trainee a wage.

WHEN/WHERE

Usual period is 14 months beginning in June—some shorter and some longer term opportunities are available. Developing countries, primarily in Africa, Latin America, Caribbean, Asia.

In some cases, participants have a three-to-eight week training program and language study which deals with teaching methods, 4-H adaptation, general technical skills and cultural understanding.

A special orientation and workshop for potential YDP participants is held in the winter or early spring at a central location in the U.S.

HOW MUCH

State's responsibility same as outlined for IFYE Representative program.

Program is based on two-way exchanges. \$1300 U.S. delegate fee arranged through state 4-H office—all or part may be paid by the participant in some states. Additional funds provided through National 4-H Foundation. The fee may vary from year to year.

Individual receives modest monthly allowance to cover personal expenses and some work-related costs.

HOW TO

Individuals apply through their local or state 4-H office. Applications are accepted by the Foundation any time of the year. *Most assignments are made in January.*

\$100 deposit required with application—all but \$15 is refundable until country assignment is accepted. Balance of program fee is due two weeks prior to departure.

Three to four weeks during various times of the year.

To almost any area.

Orientation preceding and consultation following tour.

Cost depends on area visited and size of group, from \$650 to \$1975.

Individual is responsible for all expenses; may receive financial assistance from state or local area.

Cost may be tax deductible as an educational expense.

Individual writes to state 4-H office or National 4-H Foundation for information describing upcoming tours.

Individual obtains detailed information and application forms from National 4-H Foundation.

States are encouraged to grant study-leave time; local, state and national support are encouraged.

Opportunities available any time of the year, depending on interest and availability of applicant.

Program costs are determined according to the program and location.

All costs responsibility of the participant—some states provide study leave. Some travel scholarships available through the National 4-H Foundation.

Individual makes interest known to the National 4-H Foundation.

About 18 months.

Specific dates and geographical regions are arranged for each training program.

Family pays trainee an acceptable wage in the area for the agricultural skills, as approved by the U.S. Department of Labor.

Family's financial costs also include those for housing, insurance for occupational injury and disease and transportation expenses for trainee while he is on the farm.

Family tells international cabinet, Extension staff or National 4-H Foundation of desire to be host.



Outbound Exchange—A United States IFYE works with his "host brother" on a farm in the Netherlands.

EXCHANGE IS TWO-WAY

To further explore the exchange and training programs, we will deal with them in terms of the role of the 4-H International Cabinet in . . .

Outbound phases

- International 4-H Youth Exchange
 - IFYE Ambassador
 - IFYE Caravan
 - IFYE Representative
- Development and Training Program

International Youth Development Project

International Extension 4-H Travel Seminar

Professional Rural Youth Leader Exchange

Inbound phases

- International 4-H Youth Exchange
- Professional Rural Youth Leader Exchange

Outbound

The 4-H international cabinet has the major role in the *outbound* phases of exchanges. The cabinet handles a large portion of the recruitment, selection, financing, orientation and preparation, backstopping support, and follow-up assistance. Each cabinet should work out its own ways to deal with each of these programming aspects, but here are some suggestions:

Recruit applicants for IFYE, YDP, and Extension 4-H Travel Seminars. Recruiting for these primarily requires program publicity. Youth and adults often do not know that programs exist and that they can take part.

Promote your programs through newspaper and newsletter articles, radio spots, posters. Include specific information. Be certain to indicate how anyone interested can get more information and application forms. (The source will most likely be the Extension office or a cabinet member.)

Applicants complete forms available from the state 4-H international program leader. The area's selection group considers the information on these written applications and talks with the applicants.

Qualifications for each exchange and training program are listed on pages 20-23.

Some qualifications are similar for all programs:

- physical and mental health
- skill in person-to-person communication
- patience and understanding
- strong desire to establish contact with people of another culture
- willingness to accept different ways of thinking and behaving.
- ability to appreciate values of other cultures, while guarding against imposing own personal values on others.
- desire to study host country before departure, including language and history
- ability to handle new and uncertain situations with a sense of humor
- ability to objectively discuss own community, state, and nation

- flexibility with the unusual, including food, clothing, housing, time, transportation, organization
- willingness to share experience with 4-H groups and others upon return.

This is quite a list of qualifications, admittedly. But many people have some of these qualities and can develop others. They may not have won numerous awards, or have been outstanding students, or hold high-level jobs. Or they may have. Anyone is capable of feeling anger, discouragement, fatigue, and selfishness to a "normal" extent. Outbound delegates on 4-H exchange and training programs—regardless of age—thrill at new experiences, personal and professional growth, and learning about other people.

Finance Delegates Accepted for IFYE and YDP. States or participants are responsible for a portion of the costs for funding the programs. States vary on policy for obtaining that share. In a majority of states, the areas (counties, regions, cities) pay a portion of the state's total bill. In such cases, the 4-H international cabinet plans and coordinates area fund raising to sponsor the IFYE and YDP delegates.

The state's contribution helps finance a two-way exchange. When a state sponsors an *outbound* delegate, it is entitled to host an *inbound* exchange.

Cabinets might also like to conduct fund raising to provide financial assistance to IFYE

Applicants Approve Assignments. People applying for exchange and training programs state a preference for a country or region of the world and indicate when they wish to participate. After the National 4-H Foundation reviews the applications forwarded by the States, it tentatively assigns applicants to countries of their choice or to countries for which they appear qualified. The applicants and states then may accept the placements or work with the Foundation staff to obtain an acceptable assignment.

Ambassador and Caravan and Extension 4-H Travel Seminar participants. In some cases, scholarships make it possible for some worthy but financially unable people to take part in these two programs.

Help Orient and Prepare Delegates. After delegates for IFYE, YDP, and Extension travel seminars accept assignments from the National 4-H Foundation, they prepare for the experience ahead. In many ways, this is *self-directed* orientation and preparation. The state 4-H international program leader and the National 4-H Foundation help with booklets, visual aids, and orientation programs before departure.

The 4-H international cabinet helps delegates get information for their self-orientation. Cabinet members can lend a hand with:

- Advice on understanding foreign cultures
- Passports
- Skills required (possibly photography, writing, teaching)
- Printed materials and visuals providing information on country of destination
- Language training
- Hints on travel (visas, customs, tipping, etc.)
- Immunizations
- Equipment and supplies (possibly camera, tape recorder)
- Suitable wardrobe and luggage
- Discussions with people knowledgeable about country of destination.

Backstop IFYE and YDP Delegates. Some IFYE and all YDP delegates are involved with educational youth programs in their host countries.

In working with these programs, delegates sometimes need materials that are not available in the host country, or they might request money to buy teaching supplies. The 4-H international cabinet backstops delegates by arranging to have their home area send supplies or money to the delegates.

The cabinet and delegate work out a plan so that the *backstopping support is educational for both groups involved.*



A YDP helps a Latin-American youth club member with a garden project.

EXAMPLE: Sam, a YDP in Country X, needs two garden hoses and 50 packets of vegetable seeds. He can buy hoes in his host country if money is available. Certain seeds from the United States are better than local types. Sam and his 4-H international cabinet work out a plan whereby the 4-H groups in Sam's area hold a special international event to raise funds for the hoes and seeds. In return, the youth in country X agree to send letters to the 4-H'ers in Sam's home area about their gardening projects, and samples of their beadwork projects.

The international bridge projects (page 31) describe ways to provide backstopping support for delegates. These projects include special development projects, training centers, scholarships, food production, and nutrition projects.

Support includes sending delegates friendly personal letters with news of the community.

Assist with Follow-Up for Returning Participants. When participants return from any international exchange program, they have information and feelings to share with people at home. Their return provides a superb opportunity to promote international education and improve understanding of ourselves and people in other countries.



Inbound Exchange—IFYE's from other nations enjoy a U.S. 4-H exhibit at a state fair.

In some cases, the state 4-H international program leader arranges a state follow-up plan for returned delegates. The cabinet might help delegates arrange local follow-up through:

- radio and television interviews
- newspaper feature articles
- discussions with 4-H groups, civic organizations, students
- seminars on international topics
- preparation of 4-H international education printed audio visual materials
- talks on selected topics such as food shortage, population growth, rural-urban movement
- assembling kits for use in studying topics such as hunger, communicable diseases, insecticides
- organizing international weekends, conferences, meals.

Inbound

The 4-H international cabinet has a major role in the inbound phases of exchanges as well as the outbound.

Youth leaders from about 40 countries come to the United States each year on the International 4-H Youth Exchange (IFYE) and the Professional Rural Youth Leader Exchange (PRYLE). They come for four or five months to study and participate in Extension programs, especially 4-H. Each exchangee is assigned to one or two states where he lives with families while participating in the area's Extension youth programs. Young adults come to the United States during summer months on IFYE Caravan programs. They also live with families while learning about our cultures and 4-H programs.

The National 4-H Foundation arranges travel and provides orientation for the inbound IFYE's and PRYLE's. It supplies insurance coverage, assigns exchangees to host states,



IFYE's from many nations meet for orientation at the National 4-H Center in Washington, D. C.

sends exchangees' biographical data and photographs to the appropriate host states, and conducts a final consultation with the exchangees before they leave the United States.

The State 4-H international program leader handles the exchangees' overall program in the state. He and other Extension staff plan a program geared to meet each individual's professional goals and personal interests. They design a program that offers the exchangee experience with a variety of family living situations (urban and rural, low and high income, ethnic variations). A major part of the state's plan provides opportunity for the exchangee to learn about youth leadership.

Through his contacts with 4-H international cabinets around the state, the state program leader assigns each exchangee to one or two areas that will offer him an enthusiastic reception and an educational experience. Upon the exchangee's arrival, the state leader discusses with him the program as planned (where he will go, whom he will be with, and what he might see and do, etc.); features of the state (people, youth programs, agriculture, industry, etc.); and "ground rules" for his stay (personal spending allowance, mail, travel, reports, etc.).

The state leader meets with the exchangee when he is ready to leave the state in order to clarify any misunderstandings, discuss remaining questions, and evaluate the program.

The 4-H international cabinet is involved in inbound phases of the IFYE and PRYLE programs at the level where it means the most. The cabinet recruits host families; selects host families for specific exchangees; orients host families; helps plan an educational program; and, in some cases, finances the local program. The cabinet also cooperates with the agricultural training programs.

Recruiting host families

The cabinet recruits host families through personal contacts, newspapers, radio, and 4-H materials and meetings. Some families step forward and seem "naturals" as hosts. Other families—who would make excellent hosts—hold back because they don't understand the program or their role in it.

Exchangees repeatedly request a chance to experience a variety of U. S. family-living situations. Just as a U. S. delegate wants to know a range of environments in his host country, so does the exchangee to our country. The cabinet plans an area program that permits the exchangee to have contact with families of:

- rural, urban, suburban neighborhoods
- low, middle, high income brackets
- a variety of ethnic origins
- a variety of life styles (for examples: traditional, communal, one-parent, two-generation).

Besides recruiting families as hosts for a period of weeks, the cabinet recruits families that would like to visit briefly with the exchangee. In many cases, an hour-long or week-end visit is satisfactory. Short visits give the exchangee a view of more people in the area, and give more U. S. families a chance to know nationals of other countries.

Some families feel that their homes are too small or too old or not furnished properly—that in some way they are inadequate for an exchangee. The only recommendation about physical facilities is that the exchangee have a separate bed. A private room is not required.

The cabinet has a powerful selling point to use in recruiting host families: *Hosting an exchangee is the best way to learn about people of other countries without leaving home.*



An IFYE from Asia (right) enjoys sharing the daily life of her U.S. host family.

Nothing can surpass the mutual benefit of personal contact. And sharing family life—even in our modern society—is a value held highly by most. The cabinet can help distribute the privilege of hosting among many people in the area.

Selecting host families

The cabinet notifies the state 4-H international program leader of the area's interest in hosting exchangees and specifies any preferences for nationalities and times. The state leader and cabinet then agree on who the exchangee will be and when he will stay in the area.

Matching up host families with exchangees is important. One family might like to host an Oriental farmer; another would prefer to have an African extension professional. The point is: *match family preferences with exchangees' interests.*

The exchangee's biographical form sent to the cabinet will contain information about his background, special interests, study goals and so on. This information is discussed with the families when hosting assignments are worked out.

Past experience indicates that a three-week stay with one family is generally desirable. If an exchangee will be staying in the cabinet's area for six weeks, the cabinet might want to select two host families for him.

Orienting host families

The cabinet helps the family prepare for its hosting experience, talking with the host family about the:

- purpose and operation of 4-H international exchange and training programs
- information about the exchangee
- exchangee's host country and how to learn more about it
- principles of cross-cultural understanding
- expectations of a host family.

The National 4-H Foundation sends each host printed material containing practical advice on hosting an international visitor. The material is up-dated constantly and deals with every main aspect of being a host family.

Planning educational programs for the exchangee

As stated previously, the main purpose of the exchange and training programs is to offer youth leaders from other countries an opportunity to study and participate in Extension youth programs. The cabinet works with the Extension staff to arrange a program for the exchangee that will give him:

- an overview of the area's Extension program and how 4-H fits into it
- actual involvement in 4-H leadership: projects, activities, program planning, evaluation.

The cabinet plans a suggested program for the exchangee, but alters the plan as it progresses and as the exchangee desires. Examples of more detailed program ideas might include arranging for the exchangee to:

- attend 4-H meetings
- participate in 4-H international seminars, bazaars, talent shows, etc.
- contribute to 4-H program planning sessions
- teach project lessons to 4-H members on topics he teaches in host country
- accompany Extension staff and volunteers in their daily work
- participate in 4-H camping, exhibition days, fairs, tours, conferences, etc.

Special interest programs can also be arranged for some exchangees. They may wish to experience working part-time at a camp, with an inner-city youth program, at a day care center, etc.

The cabinet also works out the mechanics of carrying out the plan—primarily transportation and coordinating arrangements with the host family.

Providing finances for the exchangee

Families have minimal financial costs for hosting exchangees—food, lodging, possibly some local travel.

States hosting IFYE or PRYLE exchangees are responsible for an exchangee's in-state travel and any subsistence costs when he is not with a family. It is recommended that the state



A Japanese Agricultural Training Program delegate learns about tractor operation on an American farm.

pay an IFYE or PRYLE exchangee \$10 each week he is in the state. This allowance will help the exchangee cover such personal expenses as film postage, and recreation. Some states have funds for hosting exchangees. In other states, the areas that host the exchangee provide these funds. See ideas for raising funds on pages 41-44.

Cooperating with Agricultural Training Programs

About 500 young farmers, aged 18 to 30, are now in the United States on the Japanese Agricultural Training Program (JATP), the Korean Agricultural Training Program (KATP), and Republic of China Agricultural Training Program (ROCATP). Each program provides trainees with a work-study experience blending scientific theory of modern agriculture with practical farm application and prac-

tice. A trainee spends about six months taking classroom instruction and 18 months on-the-job training on host farms,

The programs are conducted by the National 4-H Foundation in cooperation with the Japanese, Korean, and Chinese governments and the U.S. Departments of State, Labor, and Agriculture.

The 4-H international cabinet can contribute to these training programs by recruiting host families and by involving the trainees in the area's 4-H international education pro-

gram. These trainees are valuable resources!

Check with your Extension staff to find out if any trainees are in your community. For further information about JATP, KATP, and ROCATP, write to the National 4-H Foundation.

(Note that this is information on the 1973 programs. Current brochures on each of the 4-H exchange and training programs are available. Request them from your state international program leader.)

INTERNATIONAL BRIDGE PROJECTS

We can build a bridge of friendship through sharing resources with youth of other nations. In 4-H international we call these service projects our "international bridge projects."

Bridge projects offer everyone an opportunity for international friendships and contributions. They are two-way; based on mutual respect and personal friendship. International bridge projects are giving and taking, teaching and learning. They involve people *with* people.

The *purposes* of international bridge projects are to:

- develop a sense of unity and friendship among youth in the United States and other countries.
- promote among U. S. youth a greater understanding of youth in other countries.
- promote the development of educational youth programs similar to 4-H in other countries. Emphasis is on efforts to improve food production and nutrition.

The *means* for carrying out bridge projects are:

- financial contributions
- material goods contributions
- idea exchanges
- personal service.

By knowing both the purposes and means

to carry out bridge projects, we can all share in many ways. Money is important, but not essential.

Everyone has something to share—a game, a song, a craft, photographs of a 4-H fair, ideas about feeding rabbits, recipes for curried chicken and so on. Several 4-H groups have had pleasant and mutually beneficial relations with "sister clubs" and pen pals in other countries.

In all cases, bridges are based on a two-way exchange. 4-H groups in the United States might send money and encouraging words to a youth program in Country X. Country X might send back letters describing how the money is being used, how the youth program is developing, how the people live and similar topics of discussion. *Each group should communicate its expectations.*

The National 4-H Foundation will serve as a link in establishing international bridge projects between youth programs in the United States and other countries. Through its continuous program contacts, the Foundation is aware of needs and desires of youth programs in other countries. If a 4-H group lets the Foundation staff know of its interest in bridge projects, the Foundation will do its best to help.

Of course, individuals and groups do not have to channel their projects through the

Foundation. The Foundation does request to be informed of all bridge projects, however. These reports on international involvement of 4-H are valuable in preparing information for the public, potential business and private sponsors of 4-H international programs, agencies such as the Department of State, and interested 4-H'ers in the United States.

On the following pages, several bridge projects are described. The 4-H international cabinet makes this information available to all 4-H groups. After considering ways to participate, a 4-H group may specify that its contributions—if they are material or financial—be used for a specific purpose and even for a specific location, building, or piece of equipment. If a specific request is not made, the Foundation advises the youth leaders of the country concerned to use financial and material contributions for their own priorities.

Contributions to the National 4-H Foundation for any of the international bridge projects described here are deductible as contributions on federal income tax returns. Many countries have programs based on the U.S. 4-H idea of "learning by doing." The names of these programs are not always "4-H." They may be called 3-P, 4-B, 4-C, 4-D, 4-F, 4-K, 4-S, 4-T, 5-D, 5-V, Young Farmers' Clubs, SADYQ Clubs, Junior Farmers' Clubs or some other title. But their members would like to develop friendships with young people in the United States and build better communications with our youth programs.

In some—but not all—countries, certain undertakings require money that is not available. The need may be for a revolving credit fund to finance the beginning of members' projects, tools and materials for projects, or scholarships for training courses. Whatever the need, outside financial assistance contributes to improved youth programs and is matched at least equally by local funds.

The International 4-H Development Fund

The *International 4-H Development Fund* is a special fund administered by the National 4-H Foundation. Individuals and groups con-

tributing to the fund promote international youth development and help finance special projects, such as:

- assisting with specific program needs identified by YDP, IFYE, and other participants
- providing funds for printing educational materials: project guides, leader handbooks, campaign posters, newsletters, etc.
- providing a revolving credit fund to help members start projects
- offering scholarships for member and leader training courses
- sponsoring leader training workshops
- sponsoring encampments
- financing campaigns for such causes as improved nutrition, soil conservation, grain storage, human and animal immunizations, proper use of agricultural chemicals
- purchasing tools and materials for use in project work (hoes, rakes, buckets, fabric, sewing machines, etc.) and extension office operations (duplicating machines, slide projectors, typewriters, etc.)

Individuals or groups may contribute to the fund, requesting that the Foundation apply the funds to worthy causes and report use to the giver. Or contributors may stipulate that their funds be used for a specific purpose or country. The Foundation will attempt to arrange satisfactory agreements with contributors and cooperating countries.

The Inter-American Rural Youth Program

The *Inter-American Rural Youth Program* can supervise and administer bridge projects in Latin American and Caribbean countries. This program is commonly referred to as PIJR—the initials for the title in Spanish, *Programa Interamericano para la Juventud Rural*. PIJR is a cooperative program of the National 4-H Foundation of America, Inc., and the Inter-American Institute of Agricultural Sciences of the Organization of American States.



These Brazilian 4-H members benefit from the Inter-American Rural Youth Program.

The purpose of PIJR is to cooperate with national governments, institutions, and private organizations in developing informal educational programs for rural young people of Latin America and the Caribbean. These programs are to help them participate in their society and contribute to increased agricultural production and improved rural living conditions. Programs similar to 4-H currently operate in 31 countries and territories of Central and South America and the Caribbean. PIJR is the channel between the youth participants in these programs and U.S. 4-H youth.

PIJR is privately financed and administered, but it is officially sanctioned in the inter-American system. The technical personnel are native to the region and have had Extension experience in their home countries, plus extensive training in U. S. Extension philosophy and

methods. The administrative office for PIJR is in San Jose, Costa Rica.

The National 4-H Foundation and PIJR are the link through which U. S., Latin American, and Caribbean youth programs can carry out bridge projects.

How Do We Build a Bridge of Friendship?

Here are a few examples, the 4-H International way:

ELIZABETH AND JOHN OF JAMAICA

That's Elizabeth over there, and I'm John. We've been working hard all day on the building you see behind us. This is the Salisbury Training Center, one of the 4-H training centers in Jamaica.

We 4-H members actually mix cement, carry supplies, lay blocks and pound nails. We are building the center to have a place where 4-H'ers can come to learn about homemaking, farming, and other vocations. At the 4-H Center we can enjoy recreation and leadership activities and learn many skills like plumbing and masonry. We are very grateful for the help we receive from our U. S. 4-H neighbors to build and operate our training centers.

Jamaica 4-H Training Centers

Financial contributions or personal service help to build, equip, and temporarily staff and operate 4-H parish training centers and national 4-H centers in Jamaica.

Local and national facilities and training courses offer 26,000 Jamaican 4-H members education about:

- food production, conservation, preservation, processing and marketing
- vocational skills
- nutrition
- sanitation
- recreation
- leadership
- citizenship.

Contributions—to be matched by Jamaican funds—go for:



In Guatemala, 4-S Club members and their parents laid cement blocks to build their new community center.

- equipment and furnishings of a center. Examples: screwdriver, kitchen knife, ping-pong set, rip saw.
- individual units of centers. Examples: water system, poultry breeding unit, roof. Any amount from \$75 to \$2,000 pays half the unit cost.
- a complete center. From \$3,700 to \$17,910 for sponsorship and half payment of a center.
- scholarships for 4-H youth and leaders to attend training courses.

Personal service is given by:

- teams of older 4-H youth who work with Jamaican 4-H'ers in building centers under guidance of skilled artisans.
- older 4-H youth and volunteer leaders

who help develop teaching materials and methods.

- Extension personnel who assist Jamaican counterparts in developing course curricula and evaluation.

Volunteers pay international travel and personal expenses. Jamaica will, as much as possible, cover living and travel expenses within the country.

GEORGE OF GUATEMALA

Buenos dias, amigos americanos. Yo soy Jorge. (Hello American friends. I am George.) I live in the village of Amberes, Nueva Santa Rosa in Guatemala where we are building a 4-S community center. I'm laying the blocks for the new center. It will have rooms for carpentry and kitchen, plus a bathroom and other facil-

ities. The library and sewing rooms can be converted into one large room by moving the sliding doors. Then the room can hold at least 80 people! We are anxious to complete our center because now we have no place to meet.

Already the building of several 4-S community centers has begun, but we hope to build over 200 in Jamaica. We build the centers ourselves and raise money to buy supplies. Financial aid from our U. S. 4-H friends is very important to us.

Guatemala 4-S Training Centers

Contributions help finance building and equipping more than 200 4-S community centers in Guatemala. Here youth and adults learn about:

- agricultural production and marketing
- nutrition
- home economics skills such as sewing and food preparation
- recreation.

Contributions help pay for:

- equipment and furnishings of a center.
- land and construction materials.

A community center costs about \$4,300, excluding labor. Each 4-S club is responsible for raising money and providing the construction labor.

JOAO OF BRAZIL

I am Joao Contral of Brazil, and I never thought I would actually be going to secondary school. My parents earn only \$380 a year, have seven children. There is no school in my home village, so I must live away from home and attend a boarding school. I earn a little money and my parents help as much as they can.

I am very fortunate because my 4-S Extension agent helped me apply for a scholarship. I am one of the few who received a Reck Scholarship. This scholarship, a gift of several 4-H'ers in the United States, makes it possible for me to attend ninth grade.

Reck Scholarship Fund

Contributions make it possible for Brazilian youth to attend secondary schools. Fewer than half of the school-age Brazilian youth have schools in their home communities. They move to cities to go beyond the fourth grade.



Contributions from U.S. 4-H members help food production projects in Latin America.

Living costs away from home are quite high. Few families can afford to completely finance their children's education.

An average of \$200 sends a student to school for one year. \$1,200 will finance the major portion of a six-year secondary education.

A contributor of \$200 or more will be identified with a specific scholarship recipient.

YOUTH SHOW PARENTS IT CAN BE DONE

4-S members in Latin America wanted to try new farming methods, and their hard work paid off in a food production project.

Following the advice of the 4-S Extension agent, 100 4-S members planted a new variety of dry beans. Their yield averaged 5,000 pounds of beans per manzana (1.742 acres). Their fathers average only 1,500 pounds per manzana. Now the fathers are trying new seeds and methods. Youth showed them that their land can produce more. These projects produce food to improve diets and health.

Food Production and Nutrition Projects

Financial contributions assist *food production projects* and *food and nutrition projects* for educational rural youth programs in Latin American and Caribbean countries.



A Youth Development Project (YDP) delegate (right) served as advisor to the Botswana 4-B staff.

Such projects involve youth in efforts that:

- demonstrate the importance and economy of using improved agricultural practices to increase the quantity and quality of food production.
- encourage the adoption of high-yielding varieties and breeds; proven cultural and husbandry practices; means of insect and disease control; and improved storing, grading, and marketing practices.
- increase the quantity of highly nutritive foods, especially protein foods, available to youth and their families.
- increase the understanding of human nutrition needs and how to prepare balanced diets.

PAT IN BOTSWANA

I wonder how many hands I've shaken since I arrived in Botswana as a Youth Development Project delegate. It must be thousands, and each has a special meaning to me.

As a 4-B advisor in this little-heard-of-country in southern Africa, I have become personally involved with the 4-B program. With the national 4-B leader as my counterpart, and with a fellow YDP delegate, I've helped arrange training courses for agricultural Extension demonstrators (agents), volunteer leaders, and club officers. We've developed teaching aids and projects that promote improved nutrition, in-

creased food production and better use of natural resources.

A major part of my experience has been visiting individual clubs—meeting members, talking with parents, suggesting ways to improve the local 4-B program, *and*—shaking hands.

My home state, Ohio, is sponsoring me as a YDP delegate. In addition to state sponsorship, YDP's can be sponsored partially or totally by individual 4-H groups in the United States. More and more countries are requesting YDP's to help with educational youth programs. The YDP experience is worthwhile for all of us. I've even extended my assignment to 18 months!

Youth Development Project

Contributions help sponsor Youth Development Project delegates to developing countries. This provides human assistance to expand and strengthen rural youth programs. The programs help prepare youth for responsibilities of increased food production and marketing, improved family nutrition, conservation of natural resources and citizenship.

Self-Help Organizations

Many organizations promote worldwide self-help projects. 4-H groups undertaking international bridge projects may wish to cooperate with these organizations.

The National 4-H Foundation has had experience with the five programs briefly described here. 4-H groups are encouraged to explore ways to become involved in such programs. They should send inquiries directly to these self-help organizations.

To keep informed of the contributions 4-H'ers across the nation make to worldwide development, the National 4-H Foundation requests brief reports of their activities and relations with any self-help organizations.

CARE

A worldwide effort to strengthen self-help activities in less developed countries. 4-H can cooperate with CARE in developing rural youth educational programs in other countries by con-

tributing money for farming and homemaking tools and equipment. Inquire: CARE, Inc., 660 First Avenue, New York, N. Y. 10016.

Heifer Project

This worldwide self-help organization shares livestock, poultry, technical aid, and educational information with people in developing areas where agricultural assistance is needed. 4-H can cooperate with Heifer Project to help meet the nutritional needs of people now and for the future. Inquire: Heifer Project, Inc., P.O. Box 808, Little Rock, Arkansas 72203.

Partners of the Americas

A mechanism through which citizens of the U.S. and Latin America can work together to further communications and understanding in the Americas and carry out specific programs of economic, social and cultural development through self-help. U. S. states are paired with "partner" states, regions, or nations in Latin America. Presently 40 U. S. states are paired with 42 counterpart areas in 18 Latin American nations. Each participating state or country forms its own independent Partners Committee.

4-H groups cooperating with their State Partners Committee can contribute to the youth program in the "partner" country. 4-H groups, through the Partners, can:

- provide materials (books, pamphlets, tools, equipment, etc.) to teach rural youth of the cooperating country. Partner Committees try to help with shipment of materials to youth programs in the country.
- contribute funds for special program needs: credit funds for projects, scholarships for training courses or school tuition, equipment, etc.
- volunteer personal service: workteams of older 4-H members can be organized to go to the country for a period of weeks during the summer to join local people in building educational facilities.

Contact the State Partners Committee to discuss cooperative efforts. Direct inquiries about your State Partners Committee to Partners of the Americas, 2001 S Street, N. W., Washington, D. C. 20009.

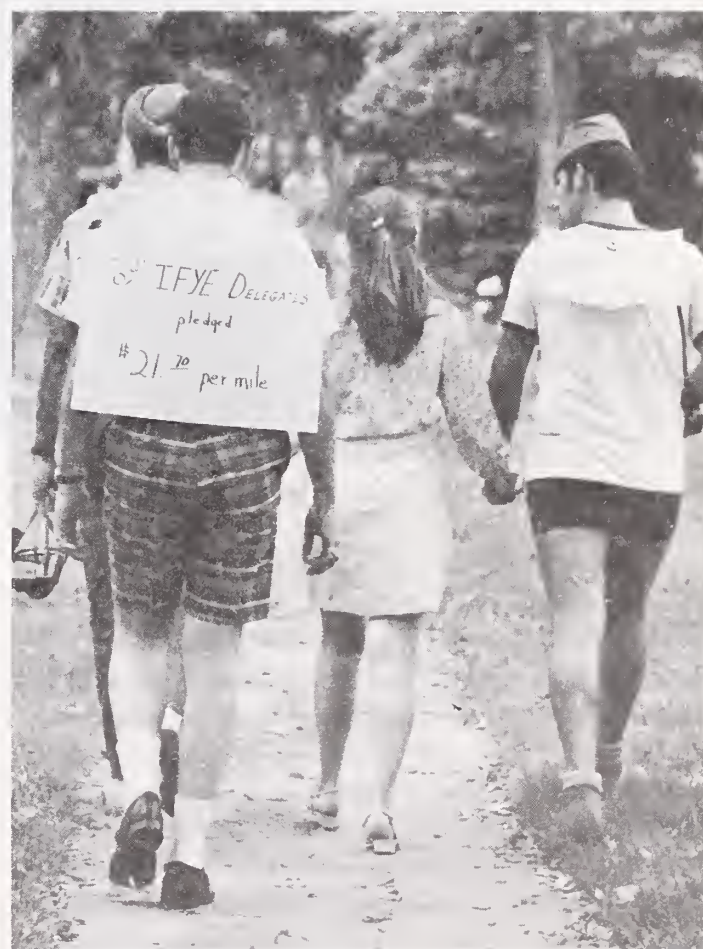
UNICEF (United Nation's Children's Fund)

An agency of the United Nations to assist less developed countries in meeting medical, nutritional, educational, and other pressing needs of their children—and by so doing, help them to help themselves.

4-H individuals and groups contributing to UNICEF assist the agency in its work which provides:

- help to governments in assessing child needs and formulating project operational plans.
- purchase and shipping of essential supplies and equipment.
- direct financial support to training projects and training centers.
- engineering assistance for dairy plants and other food-conservation efforts.

Inquire: The U. S. Committee for UNICEF, 331 East 38th Street, New York, N. Y. 10016.



A "Walk for Development" is one way to raise money for international exchanges.

YWD (Young World Development)

An affiliate of the American Freedom from Hunger Foundation, YWD groups direct their energies toward educating themselves and their communities to the needs of human development, becoming involved in community-based development work, and giving financial support to anti-poverty projects in American communities and overseas.

4-H groups can cooperate with YWD to attack worldwide hunger-population-pollution problems. They might sponsor a 4-H Walk for Development.

to projects at home; 42½ percent goes for

overseas projects. The remaining 15 percent goes to the American Freedom from Hunger Foundation to cover administrative costs and to support YWD's education and action programs. Walk proceeds go to projects chosen by the sponsoring 4-H group. They may be used for any of the bridge projects described here.

YWD assists 4-H groups in conducting Walks with promotion, printed materials, staff support, guidelines and follow-up ideas. Printed materials and ideas for educational experiences related to human development are available from: American Freedom From Hunger Foundation, 1717 H Street, N.W., Washington, D. C. 20006.

INTERNATIONAL EVENTS

Special international events and activities are important to your 4-H international education program. This section suggests some events and activities that the 4-H international cabinet can promote to:

- stimulate 4-H and public interest in international education.
- provide educational experiences for youth and adults.
- in some cases, raise funds for international education programs.

You might present an international night, an exhibit, bazaar, leader training forum or a workshop.

An international night is guaranteed to be fun, colorful, exciting, and educational. It has proven to be a good way to involve many people in preparation and participation. It can easily involve the whole family in international education.

Five elements compose a 4-H international night: theme, program, food, decoration, and recreation. Each aspect provides learning, but the program needs a specific educational objective.

A publication titled *Begin With a 4-H International Night* describes practical ideas and

examples of how to plan and carry out each of the five elements. The pamphlet also includes a timetable and references. Get a copy from your Extension office or the National 4-H Foundation.

International exhibits can be part of other special events such as an international night or a workshop. You could have an exhibit of county and state fairs, 4-H camps and other events.

Or use an exhibit independently to interest and inform people. Exhibits, once arranged, need little if any attention, and they can communicate a message to large numbers of people.

"Exhibit" means to present to view; to show, especially for public demonstration; to display. Every idea can be exhibited in some way. What international objects or topics could you exhibit? Art objects; crafts; costumes; examples of project work by youth in another country; textiles; miniature replicas of homes, farms, schools; examples of primary exports and imports of a country; pictorial representation of major health problems around the world; visual explanation of the extent of hunger and malnutrition in the world. Among many other sources, people who have partici-



Folk dancing and other events help promote international understanding among youth.

pated in 4-H exchange and training programs may have objects and ideas for exhibits.

Every exhibit includes a theme, objective, material objects, and setting. Exhibits first must attract people and then quickly convey a message. The message must be clear. This requires *careful labeling* and *artful display* of the materials.

Your local and state Extension offices may have booklets to help you plan and set up exhibits.

International bazaars are one of the best ways to combine fund raising and international education. A bazaar is simply a sale—of foods, crafts, etc. The items must be of good quality. They require careful labeling and pricing, and a display that makes it easy for the buyer to see them.

Where do you get the goods for an international bazaar? 4-H'ers can make many of the items and they can import others. They might have contacts with 4-H exchange program par-



A 4-H "international intrigue" project helps these preteens learn about handicrafts from other countries.

ticipants (IFYE's, YDP's, etc.) Also youth clubs, pen pals, or relatives in other countries might send bazaar goods.

4-H groups have found that people react favorably if they advertise a bazaar with a statement on how the profits will be used. For example: "Profits from this bazaar will be used to help finance our IFYE delegate, John Doe."

Forums—meetings for open discussion—help youth and adult leaders exchange ideas, analyze problems, evaluate the present programs, and plan for the future. Forums are open-ended. They take the direction that leaders feel is important to meet their needs.

Forums might focus upon several international education aspects: ways to get more youth involved in issues of worldwide concern (population, hunger, pollution); how to recruit

leaders; when and how to launch a public information campaign; how to meet needs and interests of older youth, etc.

In a relaxed, unstructured atmosphere, youth can find ways to improve the 4-H international education program. From discussions, you may renew and increase your enthusiasm and competence for international education leadership.

International workshops are conducted for youth and adults, separately or as part of other events. Workshops are a way to "work up" or develop an international education program, a plan of work and program materials.

Workshops often include previewing and preparing audiovisuals for 4-H international education. They help promote international education programs devised by local people.

International Intrigue

"Why isn't there a 4-H project that helps us learn about other cultures and nations?" "How can some of us who do not go on international exchange programs learn about international crafts, music, ways of life, foods, developmental issues and so on?" "Why isn't there a 4-H international project?"

Now there is such a project. As a result of the requests of 4-H'ers, leaders and Extension personnel, a new project called *International Intrigue* is offered to 4-H youth. Delegates to the 1972 National 4-H Conference named it, and contributed ideas on what it should teach.

The leader's guide for the International

Intrigue project suggests learning experiences that are varied and adaptable. For example, a preteen may be curious about the kinds of game animals found in Africa; a teenager might want to learn how to make *queso* (a Mexican cheese dip); and an older youth may want to explore careers related to international economics.

The 4-H international cabinet can implement this project by recruiting, training, and recognizing International Intrigue project leaders (youths and adults). The cooperation of cabinet members and project leaders will make International Intrigue a stimulating and educationally valuable project. And the project will strengthen and expand the 4-H international education program.

FUN RAISING

**International Education Experiences
+ Fund Raising Methods = Money +
Learning + Fun.**

The 4-H international cabinet often needs money to operate and strengthen the program. Fund raising can be more than passing the hat. As the formula above indicates, *the goals are threefold*: money to finance the 4-H international education program, education, and enjoyable experiences.

The 4-H international cabinet and the groups it works with will need a *clear fund-raising strategy*. They should be able to answer the following questions:

1. *Why* are we earning money?
2. *Who* will be involved?
3. *What* are our financial goals? Short term? Long term?
4. *What* are our educational goals? Short term? Long term?
5. *How* can we raise the money while learning more about cultural and international affairs?

Money Makers

Car wash. Sponsor a car wash giving special attention to foreign-made cars. Give your car wash customers a flyer about foreign cars (their manufacture, cost and repair in country of make.) Tell about qualifications for operators' licenses, penalties for violations, speed limits, and insurance coverage available in other countries. Design and have printed bumper stickers with a theme about international education to place on each car washed.

House tour. In some cities you can arrange tours through houses (or other buildings) of various architectural styles—Mediterranean, Gothic, Romanesque, Victorian, etc. Sell tickets, arrange transportation if necessary, and prepare printed information about each building on the tour. Tour guides provide narration.

Coffeehouse. Either use an established coffeehouse in the community or set up a 4-H sponsored coffeehouse (in a church basement, community center, etc.). Plan an international program to include international songs, musical instruments, dramatizations, and poetry. Sell refreshments of other countries—coffees, teas, and pastries.



U.S. 4-H'ers can help youth club members around the world through fund-raising projects.

Animal show. Stage a dog, horse, cat, or livestock show to emphasize the international history of each animal breed. The exhibitor describes when and where the breed originated and was introduced into the United States.

Dances. Organize a night of international dancing. Sell tickets. Start the evening with a little instruction—the actual dance steps, plus a background on its origin. Examples: tango, hat dance, polka, waltz, two-step, rumba, rock and roll, bunny hop. Use international decorations and refreshments.

Photography. 4-H'ers keen on photography can take human interest shots depicting other cultures. Blown-up black and white photos of good quality have a market. Children and the elderly of various ethnic origins make excellent subjects. Sell your photos at a bazaar or another 4-H international event.

Film festival. Borrow or rent international films, obtain the use of a theater or a public building (school, church, community center,

etc.); then sell tickets. A film will convey several messages about the country in which it was made.

Ice cream social. Besides ice cream, sell desserts popular in several countries. Examples: English trifle, French crepes, Turkish baklava, American apple pie, Danish pastries. Distribute recipes for desserts with descriptions of their origins. Use decorations, background music, and costumes representing countries where desserts originate.

Talent night. Stage an evening of international entertainment—songs, dances, games, dramas, poetry, costumes, etc. Could be combined with a 4-H international night.

Flower and plant show and sale. Arrange a display of cut flowers and potted plants representing several countries. Examples: African violets, Holland tulips, American roses, Japanese bonzai trees. Label each item with a description of the international history of the flower or plant. Sell flowers and plants, if possible. Members can start shoots and plant flowers for this purpose.

Baby-sitting service. Some 4-H groups sponsor orphaned children in another country. One way to gain support for such a project is to set up a 4-H baby-sitting service and publicize its fund-raising purpose.

Walk for Development. Raise money for domestic and international community-based development work by sponsoring Walks for Development. See page 38 for a description of the Walk idea and references.

Program bureau. Establish a pool of 4-H'ers who can present talks, dramas, demonstrations, dances, or other presentations on international topics to community, school, and church groups. Publicize the availability of the program participants and their specialties. Prepare visuals and costumes as appropriate. Either suggest a fee or welcome donations.

Contact the international relations chairman of service clubs in the community (such as Rotary, Kiwanis, Lions). Arrange to present programs on various countries where that service club functions. Contact the service club in the countries to be highlighted to find out what the club is doing with youth programs in

that country. Service clubs have been very supportive of 4-H. 4-H groups could charge for the presentations, or provide programs without charge in appreciation for support the service club gives to 4-H.

Newsletter or magazine. Gather information, write and print a newsletter or "magazine" series on international topics. Your news may be an interview with an exchangee or a report from a local YDP on his youth work in another country. Articles could deal with country studies, including games and recipes. Duplicating facilities of the Extension office might be used. Set up a plan of work for a year (what will be done and who will do it). Sell subscriptions to the public. Sell ad space to local businesses.

Basket social. A 4-H'er prepares an international meal for two people, wraps it in suitable containers and places it in a box or basket colorfully decorated in a way to suggest the nationality of the meal inside. The baskets are auctioned off at the social to the highest bidder. Then the buyer and maker of the basket enjoy the international treat together.

Food fair. Preparing and selling foods has unlimited possibilities. The key to successful food sales, after publicity and careful preparation, is attractive packaging and clean, orderly display. Colorful ribbons, boxes and paper, and sparkling clean containers are important in selling food products. Foods should be covered and in sturdy containers. Check with your local board of health for regulations regarding the sale of home-produced food items.

Label foods with recipe and national background. Ask for permission to hold food fairs in the courthouse, church, school, store, etc. 4-H groups may want to sell one, two, or several kinds of food items. Some sale ideas might be:

- *Bread bar.* Make and sell a variety of breads. Examples: Scotch shortbread, Scandinavian coffee kringle, French bread, Norwegian lefse, Lebanese flat bread, Czechoslovakian kolache.
- *Sauce stand.* Make large quantities of sauces and bottle in saleable quantities. Examples: spaghetti, chili, taco, curry, sweet and sour, tomato, enchilada. Also

make and sell salad dressings: oil and vinegar, French, Russian, Roquefort.

- *Sweet shop.* Make and sell candies, cookies, pies, puddings, and other desserts. Examples: Chinese almond cookies, German apple strudel, Indian halwa, African banana sweet, Mexican fruit turnovers.
- *Spice and herb shelf.* 4-H'ers grow their own spices and herbs or purchase them in large quantities from wholesalers. Package spices and herbs in relatively small air-tight containers and include recipes for international dishes using the particular spice or herb. Examples: curry—curried chicken; oregano—lasagna; cloves—spice cake; paprika—gulyas; cinnamon—apple pie.
- *Beverage booth.* Make large quantities of beverages and sell in appropriate "take home" containers. Examples: Russian tea, Turkish coffee, South American fruit punch, French chocolate, spiced Viennese coffee.
- *Hot dog stand.* The hot dog is the world-known national food of the United States. Sell hot dogs—American style—or with an international twist. Examples: Italian sausage, Polish sausage, chili dog.
- *Rice rack.* Purchase rice in large quantities from wholesalers. Package in saleable-sized containers. Sell with recipes for using the rice in international dishes. Examples: Canadian wild rice dressing, African stew and rice, Korean fried rice, Indonesian jambalaya, Turkish pilaf.

Craftorama. Sell imported crafts or international crafts made by 4-H'ers. Label each with a description of the technique and how it's used. 4-H exchange program participants often have overseas contacts who will cooperate in sending crafts. Also, sister clubs in other countries often are glad to sell and send their crafts. Some craft ideas are listed below:

- *Decorated textiles.* Decorate textiles with a variety of techniques. Examples: stitchery, embroidery, applique, block printing, silk-screen printing, batik, tie-

dye, stencil. Textiles, depending on the decorative treatment, could be sold in lengths for wall hangings, garments, household linens, or accessories.

- *Holiday decorations.* Several countries have traditional decorations for religious and other holidays—Hanukkah, Christmas, Ramadan, Songkran, etc. 4-H'ers can make decorations from easily accessible materials and use national ideas and designs: straw tree ornaments, crown of candles, painted eggs, clip-on figures, paper and food chains, yarn decorations.
- *Games.* 4-H'ers reproduce game boards and other game equipment popularly used around the world. Include instructions. Examples: French table cricket, Swedish labyrinth game, American Indian pommawonga, New Zealand Maori sticks, Chinese tangram puzzle, Kenyan shisima, African wari board.
- *Dolls or puppets in national costumes.* Buy or make these; sew national costumes for them.
- *Paper crafts.* Make papier-mâché rhythm instruments, bottle figures, masks, ani-

mal sculpture, toys; decorate papers with stamping and printing (potato print, eraser print) and wax resist; make paper sculpture.

- *Bookbinding.* Some bookbinding techniques are quite simple and can be used to produce useful and attractive articles. Examples: portfolio, scrapbook, accordion book, side-sewn book, calendar.
- *Macramé.* Make belts, head bands, vests, wall hangings, and other items by using the ancient method of tying knots.
- *Headgear.* What people wear on their heads—and why—varies around the world. Either purchase or make headgear for sale. Examples: coolie hat, turban, gele, sombrero, veil, cowboy hat, head bands.
- *Other crafts.* Examples of other international crafts: leather work, weaving, rug hooking, clay work, mosaic designing, enameling.

Contact your state 4-H international program leader to find out if there is a state 4-H Foundation which enlists financial support from private sources within the state. Find out how to coordinate and report your local fundraising efforts.

GOOD NEWS

That old saying, "No news is good news," doesn't hold true in the 4-H international education program. Promotion and information on current happenings are essential for any active and growing 4-H program.

An announcement of a 4-H international craft show, a report on a 4-H'er currently on the IFYE exchange program, an announcement of a fund-raising campaign, all keep people informed. They will support and participate only in what they know about.

One way the 4-H international cabinet can handle information is to assign one cabinet member responsibility for helping local leaders with information and promotion. This person should *coordinate information efforts through the local Extension office or the volunteer 4-H communications committee*. Coordination keeps newspaper editors, radio stations, television stations, and others from being bombarded with calls and stories from many people. Most editors prefer to have one source of news for the overall group.

Some of your international program activities will be worthy of state and national attention. *Make sure* that your program approaches and activities are passed on to your state Extension information staff for state and national coverage.

This cabinet information job needs:

- Someone enthusiastic about the 4-H international education program, capable of telling its story well; and reliable and cooperative in working with others. He can present accurate, complete, brief and timely information about the 4-H international education program to the public. Both routine and newsworthy events require promotion. Unusual and special projects warrant indepth reporting. In some cases, local news is picked up for state and national coverage.
- To be a *year-round job*. Current, reliable information helps make new con-

tacts in the community, increases public support, and involves more people in the 4-H international education program.

- To use *several types of news outlets*: newspapers, magazines, radio and television, local plant and industry publications, direct mail, posters, free shopping news, town publicity, handbills, bulletin boards.

The cabinet member responsible for information will find technical advice on the "hows" of information work—how to write a news release, how to make a radio tape, etc.—in materials written for that purpose. Extension offices and public libraries have these. Keep in mind the following guidelines:

- News is anything new, unusual, or outstanding that interests people. Characteristics of news are—timeliness, nearness, importance, and human interest.
- Follow the ABC's of news writing: Accuracy, brevity, and clarity.
- Feature youth directly involved in their activities—in pictures, interviews, etc.
- Photographs help tell your story if they show action. Include people and get close to the subject. Ask 4-H'ers doing photography projects to take some photos.
- Prepare information for specific audiences; choose news outlets to reach them. Focus on the one audience you want that information to reach. For example, if the news is promotion of the IFYE Caravan and the aim is to encourage older youth to apply, develop your information to relate to the interests of older youth, then use the news channels most likely to reach them.

The choice of a news outlet for a particular item will depend on the audience you want to reach, the content of the news, costs and money available, and news channels in the community. Some channels to consider are:

- *Newspapers*. The community may have several. A weekly newspaper features

local news. It is likely to print international stories only if they interest local people. Newspaper items might include: news releases, news features, letters to the editor, or editorials.

- *Magazines.* When the 4-H international cabinet has information worth a feature article, decide which magazine has an audience for that particular story or subject. Working through your Extension office or the local 4-H communications committee, send a brief letter of inquiry to the magazine editor, outlining your idea for a feature story, offering to either prepare the article or cooperate with someone assigned to write it.
- *Radio and Television.* Your local radio and television stations, both commercial and public, want human interest news stories, short interviews and selected public service announcements. County Extension agents and state Extension radio-television specialists can help in making station contacts and preparing materials for broadcast. Your announcements, news and programs must compete with many others. Stations are not required to give a specified amount of public service time. Your program suggestions will be judged on their mass appeal or interest to people in the area. Also, local and state Extension personnel may have scheduled radio and television programs. Ask them to include your 4-H

international education items.

- *Local plant and industry publications.* Community industries often print employee newspapers, magazines, or newsletters. They might include your copy, especially if it involves participation of their employees or families.
- *Direct mail.* Use direct mailings to remind people of special events and activities. Prepare a carefully chosen mailing list. Then, keep the information brief, but interesting.
- *Posters.* Artistic posters displayed in prominent public places can give your international events that needed bit of extra advertisement. Enlist the creative talents of your 4-H'ers in their design and display.
- *Shoppers' Guides.* If businessmen in your community distribute shoppers' guides, besides advertising they may carry news columns in which the cabinet could promote 4-H international activities.
- *Town publicity.* If the Chamber of Commerce or other community service groups publish informational leaflets listing coming events, ask them to include 4-H international events.
- *Handbills and bulletin boards.* Shopping centers, supermarkets, drug stores, offer excellent possibilities for handbills and bulletin boards to alert people of upcoming events.

RESOURCES

Many human and material resources are available to the 4-H international cabinet. Some of the people, materials and organizations that can help the cabinet in developing its international program are listed below. Prices of listed materials are subject to change.

IN YOUR COMMUNITY . . .

- Participants in 4-H exchange and training programs (IFYE, YDP, travel seminars, PRYLE, agricultural trainees).
- Residents who have lived in or visited other countries.
- Foreign students in local schools, colleges, universities.
- Advisors of foreign students at local colleges and universities, exchange teachers, and professors.
- Librarians, libraries.
- Legislators (Congress, Senate, State).
- Churches.
- Community service organizations with international programs (Rotary, Soroptimists, Kiwanis, Lions, Optimists, etc.).

IN YOUR STATE . . .

- State 4-H international program leader—for current information on the 4-H international education program.
- State colleges and universities—for audiovisuals; printed materials; speakers, discussion leaders, and other resource people from departments of anthropology, political science, history, etc.

FROM THE NATIONAL 4-H FOUNDATION . . .

- *Publications and slide tape presentations* described below may be ordered from: Bookstore, National 4-H Foundation, 7100 Connecticut Avenue, Washington, D. C. 20015. (Prices listed include postage. Please prepay all orders of less than \$10.)

Publications

World Atlas of 4-H and Similar Youth Educational Programs covers 82 countries with 104 rural youth programs. Listings include the name and emblem of the program, membership age and enrollment, founding years, sponsoring or central organization with address, explanation and translation of slogans and symbols, and the name and address of national private support entities. Also included is a short history of the development of the 4-H name and emblem, its meaning and use. Prices:

- 1 to 20 copies—85 cents each
- 21 to 50 copies—80 cents each
- 51 or more copies—75 cents each.

Presenting the World of 4-H, a 17" by 21" poster, illustrates 95 symbols of 4-H and similar educational youth programs around the world. Printed in green and black on white paper, it is suitable for displays and exhibits. Prices:

- 1 to 25 copies—20 cents each
- 25 or more copies—15 cents each.

Begin with a 4-H International Night includes information on planning the theme, program, food, decoration, and recreation for this special event. Although a Latin American theme is used, the basic ideas can be adapted to many other international themes. The 8-page illustrated pamphlet lists resources, recipes, game instructions, and a timetable. Prices:

- Quantity of less than 100—30 cents each
- Quantity of 100—\$13.50 per 100.

Slide-tape Presentations

When ordering, indicate: (1) name of slide-tape set desired, (2) date of intended use (if borrowing), (3) cassette or reel-to-reel tape recording (a printed script accompanies each set).

4-H International Program describes educational opportunities available through this National 4-H Foundation program. 4-H'ers, young adults, families, volunteer leaders, and Extension personnel are pictured involved in

two-way exchanges—either as delegates to another country or as hosts to exchangees to the United States. The exchange programs discussed are the International 4-H Youth Exchange (IFYE), Youth Development Project (YDP), and International Extension 4-H Travel Seminars. The presentation indicates some ways that 4-H'ers, in their home communities, can participate in international education activities, such as an international night, an international bridge project, and a Walk for Development. Includes slides with cassette or reel-to-reel narration. Available on free loan or for purchase. (Inquire about price.)

4-H Caravan follows the personal experience of a Caravaner to Austria, illustrating the main features of the program. Explaining some of her feelings and observations, the participant describes the program for Caravaners from other countries who live with families in the United States. Includes 43 slides. Cassette or reel-to-reel narration. Available on free loan or for purchase at \$18.00 a set.

Korean 4-H is a slide-tape presentation describing the current Korean 4-H program and the progress made since its beginning in 1947. Aspects of Korean 4-H activities that are visualized include club meetings; a variety of projects (poultry, vegetables, angora rabbits); group community service activities; and camping. It discusses the role of volunteer leaders and 4-H training farms and centers in Korea. Includes 67 slides. Cassette or reel-to-reel narration. Free loan only.

FROM THE NATIONAL 4-H SERVICE COMMITTEE, INC. . . .

Two available publications are a members' manual and a leader's guide for a 4-H food-nutrition project called "Foods with an International Flavor." See page 13 for description, cost, and ordering address.

FOR INFORMATION ABOUT COUNTRIES . . .

Write to:

- Embassy of (name of country), Washington, D. C.
- Superintendent of Documents, U. S. Government Printing Office, Washington,

D. C. 20402. Ask for "Background Notes" on the specific country. 20 cents a copy.

FROM NATIONAL AND INTERNATIONAL ORGANIZATIONS . . .

Many organizations have information and educational materials useful for 4-H international programs. Some are listed here. Write directly to the organization. Keep the letter brief and to the point, and enclose a stamped self-addressed envelope for a return.

American Freedom from Hunger Foundation, 1717 H Street, N.W., Washington, D. C. 20006. Printed visual educational materials on development are available. Two publications: *Development: Bridge to Peace* is a guide for the study of development. It suggests readings, films, activities, and discussion questions. \$1.00 per copy. *A Guide to Films About Development* describes about 50 films dealing with poverty, ethnic groups, race relations, and development in the United States and in the Third World. \$1.00 per copy.

American Korean Foundation, 345 East 46th Street, New York, N. Y. 10017. Free publications list indicates materials available from the Foundation.

Care, Inc., 660 First Avenue, New York, N. Y. 10016. *The World of Care* brochure describes CARE services.

CROP, 2619 Phillips Street, Box 96, Elkhart, Indiana 46514. Printed materials include *CROP Means Food*, *Guideposts to a CROP Walk for the Hungry*, *You Can Help Stop Hunger Through CROP Friendship*, *Seeds of Change* picture packet, audiovisual listing, display packet of discussion-starter cartoons, posters.

Council on International Educational Exchange, 777 United Nations Plaza, New York, N. Y. 10017. Annual series of booklets describes study, travel, and home hospitality programs which operate during the summer and academic year for high school and college students.

Food and Agriculture Organization (FAO), Liaison Office for North America, 1325 C Street, S. W., Washington, D. C. 20437. *FAO, What it is, What it does, How it works* pamphlet describes organization and functions.

FAO Headquarters, Via delle Terme di Caracalla, 00100 Rome, Italy. Two publications available at no cost are: *Development Education Exchange Papers*, and *Ideas and Action Bulletin*.

Foreign Policy Association, 345 East 46th Street, New York, N. Y. 10017. *Publications of the Foreign Policy Association* lists available materials, including "Great Decisions," a non-partisan discussion program on foreign policy issues facing the United States. This is a series of 8-week discussions on current issues for older youth and adults.

Girl Scouts of the U. S. A., International Department, 830 Third Avenue, New York, N. Y. 10022. *International Friendship Resources* lists publications and audiovisuals available for purchase. Materials are prepared specifically for Girl Scouts, but principles for international programs are useful.

Heifer Project, Inc., P. O. Box 808, Little Rock, Arkansas 72203. *Facts You Should Know About Heifer Project* describes the organization.

National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. *Other Lands, Other Peoples* is a country-by-country fact book. It includes for each of 141 nations a page of concise information on the population, cultures, government, history, economics, and principal geographic features. \$2.00 per copy.

National Geographic Society, School Service Division, 17th and M Street, N. W., Washington, D. C. 20036. *Educational Aids* packet describes the Society's materials and services: publications, maps, globes, filmstrips, and films.

Operation Crossroads Africa, Inc., 150 Fifth Avenue, New York, N. Y. 10011. Brochure describes the program which arranges for young U. S. adults to work and live for a summer in Africa.

Organization of American States, Sales and Promotion Division, 17th Street and Constitution Avenue, N. W., Washington, D. C. 20006. Three pamphlets are: *Short List of Publications About the American Nations*, *The OAS at Your Fingertips*, and *The Pan American Story*.

Population Reference Bureau, Inc., 1775 Massachusetts Avenue, N. W., Washington, D. C. 20036. *Population Reference Bureau Inc.* describes organization and materials available.

United Nations Association of the United States of America, Publications Orders, 803 United Nations Plaza, New York, N. Y. 10017. Publications list indicates the Association's panel reports, program kits, general information, and teaching aids available for purchase.

UNIPUB, Inc., Box 433, New York, N. Y. 10017. Available are *Development* a bibliography priced at \$1.00 per copy; and *Ceres* magazine for \$5.00 per year's subscription.

U. S. Committee for UNICEF, 331 East 38th Street, New York, N. Y. 10016. *Publications and Materials*, lists resources.

United Nations Souvenir Shop, Room 414, East 42nd Street, New York, N. Y. 10017. Ask for information about ordering souvenirs, including flags of U. N. member nations.

World Neighbors, 5116 North Portland Avenue, Oklahoma City, Oklahoma 73112. *Facts about World Neighbors* describes the organization. Educational materials are also available.

World Pen Pals, World Affairs Center, University of Minnesota, Minneapolis, Minnesota 55455. *World Pen Pals* describes how the service operates and how applications can be made.

Agency for International Development, Office of Information, U. S. Department of State, Washington, D. C. 20523.

Partners of the Americas, 2001 S Street, N. W., Washington, D. C. 20009.

National Council for Community Services to International Visitors, Meridian House, 1630 Crescent Place, N. W., Washington, D. C. 20009.

World Tapes for Education, Inc., Box 15703, Dallas, Texas 75215.

The African-American Institute, 866 United Nations Plaza, New York, N. Y. 10017.

Overseas Development Council, 1717 Massachusetts Avenue, N. W., Suite 501, Washington, D. C. 20036.

FOR FOLK DANCE RECORDS . . .

For current listings of international folk dance records, request catalogs from record distributors. Specify interest in *international* or *ethnic folk dances*.

FOR FILMS . . .

For current listings of international films, request catalogs from film distributors. Specify interests in films on *international* topics.

All prices quoted in this Resources section are subject to change without notice. Check with your state 4-H international program leader for information about new materials becoming available from the National 4-H Foundation.

The use of organization or trade names does not constitute an endorsement of such by the Department of Agriculture to the exclusion of other organizations or trade names which may be suitable.

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Washington, D.C. 20402 - Price 80 cents
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